

Chapter 9: MODALS, PART 1

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
Introduction	9-1	Ex. 1	Pr. 1
Polite requests	9-2 → 9-4	Ex. 2 → 7	Pr. 2 → 3
Expressing necessity: <i>must</i> , <i>have to</i> , <i>have got to</i>	9-5	Ex. 8	Pr. 4
Lack of necessity and prohibition: <i>have to</i> and <i>must</i> in the negative	9-6	Ex. 9 → 10	
<i>Review</i>			Pr. 5
Advisability: <i>should</i> , <i>ought to</i> , <i>had better</i>	9-7	Ex. 11 → 14	Pr. 6
The past form of <i>should</i>	9-8	Ex. 15 → 17	
Expectations: <i>be supposed to</i>	9-9	Ex. 18 → 22	Pr. 7 → 8
Making suggestions: <i>let's</i> , <i>why don't</i> , <i>shall I/we</i>	9-10	Ex. 23	Pr. 9
Making suggestions: <i>could</i> vs. <i>should</i>	9-11	Ex. 24 → 27	Pr. 10

General Notes on Chapter 9

- **OBJECTIVE:** Modal auxiliaries are used in English to express attitudes, give advice, and indicate politeness. Mistakes with modal auxiliaries can, therefore, sometimes cause bad feelings or misunderstandings between speaker and listener. Students should become aware that a small change in a modal auxiliary can signal a large difference in attitudes and meanings.
- **APPROACH:** Students using this textbook are probably familiar with the most common meanings of the modal auxiliaries. The focus at the beginning of this chapter is on the basic forms, and Exercise 1 calls attention to errors in form that should be avoided. The rest of the chapter takes a semantic approach, grouping together modals and other expressions that have similar meanings. Matters of pronunciation, spoken/written usages, and formal/informal registers are noted in the charts.
- **TERMINOLOGY:** The terms “modal auxiliary” and “modal” are both used. Most modal auxiliaries are single words (e.g., *must*, *should*); the exceptions are *ought to* and *had better*. Many have two- or three-word phrases with similar meanings (e.g., *have to*, *be supposed to*) called “phrasal modals.” Phrasal modals are also called “periphrastic modals” in some grammars.

CHART 9-1: INTRODUCTION

- Use an example to show how modal choice expresses attitude:

Would you open the door? *You could open the door.*
You should open the door. *You'd better open the door.*
You may open the door. *Etc.*

A detailed discussion of the meaning of each modal is not necessary at this point. The students already know enough about modals to understand that examples such as the above express differing “modes” of communicating about the same action. Some general points you could make: There are differences in degrees of politeness (e.g., *Can you open the door for me?* vs. *Could you open the door for me?*). Use of modals sometimes depends on the relationship between the speaker and listener (e.g., the use of *had better* may indicate the speaker has a superior position to the listener, such as a parent speaking to a child). There may be differences in levels of formality/informality (e.g., *may* vs. *can* for permission).

- The chart mentions that each modal auxiliary has more than one meaning or use. These are presented throughout Chapters 9 and 10 and are summarized in Chart 10-10, pp. 199–200. This may be a good time to point out this reference chart to the students. The text itself does not present this chart at the beginning of modal study for fear it will seem too intimidating; however, if the students know they have two chapters to learn what’s in the summary chart of modals, the task should seem less daunting.
- If students want to get an idea of how varied the meanings of modals are, refer them to any standard dictionary and ask them to look up the meanings of *can*, *could*, *may*, or any of the others. Perhaps point out that this kind of information found in a dictionary is what their grammar text presents more fully and summarizes in Chart 10-10.
- Point out that all the sentences in example (a) express PRESENT and/or FUTURE time. Students should understand that *could* and *would* express present/future time as used in this chart, but that, in some other situations (e.g., in the sequence of tenses in noun clauses), it is also possible to use *could* as the past form of *can* and *would* as the past form of *will*.
- Students are sometimes not aware that *shall* and *should* have meanings as separate modals and are not simply the present and past forms of one modal. **Should** + simple form has a present/future meaning. Only in rare instances in the sequence of tenses in noun clauses does *should* represent the past form of *shall* (which makes it curious that in some dictionaries, the first definition of *should* is as the past form of *shall*).

□ EXERCISE 1, p. 152. Forms of modals. (Chart 9-1)

Ask students to find the error in each sentence and then to say the correct form of the sentence. Explain that modal auxiliaries follow rules that affect the form of other verbs in the sentence. If they ask why modal auxiliaries are so different from other verbs, just tell them that long centuries of use and change have resulted in these forms; they are traditional in English.

ANSWERS: 1. She can see it. [no *to*] 2. [no *-s* on modal auxiliary *can*]
3. [no *-s* on main verb *see*] 4. She can see it. [Modals are immediately followed only by the simple form.] 5. [no *to*] 6. Can you see it? [no *do*; begin questions with the modal] 7. They can't go there. [no *do*; add negation after the modal]

CHARTS 9-2 AND 9-3: POLITE REQUESTS

- Discuss how polite requests allow the speaker to show respect to the listener. A person who says “Give me your pencil” or “Pass the salt” seems to be too abrupt, aggressive, or unfriendly.
- Point out the levels of politeness and formality in these charts; e.g., a change from *may* to *can* usually signals a difference in the relationship between the people who are conversing.
- The word “please” is frequently used in conversation. This is another way to show respect and friendliness.
- Another typical response to a request, especially in informal American English, is “Okay.”
- The grammar in these two charts may be quite familiar to your students and can probably be covered quite quickly.
- You may wish to point out that imperative sentences can function as polite requests when accompanied by *please* (e.g., *Please close the door*).

□ EXERCISE 2, p. 153. Polite requests. (Charts 9-2 and 9-3)

When you set up each situation for two students to role-play, add specific details. Set the scene for them.

SAMPLE QUESTIONS AND ANSWERS: 1. B: May I please use your phone? A: Sure.
2. B: Mr. Jones, may I have permission to leave early today? A: Only if it's absolutely necessary, Sara. 3. B: Hello. May I speak to Helen? A: She's not at home. This is Joe. Can I take a message? 4. B: May I talk to you for a minute? A: Certainly. Come in and sit down. 5. B: Hello. I'd like to make an appointment to see Dr. North. A: He can see you next Wednesday at 3:00 P.M. Are you free then? B: Yes, thank you. 6. B: I have a meeting tonight. Would you please tape *Star Trek* for me this evening? A: Of course. That's at eight o'clock, isn't it? B: No. It starts at 9:00. 7. B: I really need to get a drink to wash down an aspirin. Would you mind holding my place in line and watching my suitcase while I find a water fountain? A: No problem. Glad to.

CHART 9-4: POLITE REQUESTS WITH *WOULD YOU MIND*

- An alternative way of asking permission is “Do you mind if I close the window?” Using *would* is a bit more formal or polite than using *do*.
- In casual conversation, the auxiliary and subject pronoun are often omitted and a present—not past—verb is used: “Mind if I sit here?”
- Another informal response is “No. Go ahead,” or sometimes (somewhat illogically) even a positive response: “Sure. Go ahead.” Both mean “You have my permission to proceed.”
- Note that “No” as a response to “Would you mind . . .” is a positive response, not a refusal. It means “No, I don't mind. / It's no problem.”
- In (c): A gerund is used following *Would you mind*. Gerunds are not presented until Chapter 14. You may need to explain briefly that a gerund is the *-ing* form of a verb used as a noun.
- Occasionally one hears the form “Would you mind my asking a question?” This has the same meaning as “if I asked.” A possessive may be used to modify a gerund; see Chart 15-6.

□ **EXERCISE 3, p. 154. Polite requests with WOULD YOU MIND. (Chart 9-4)**

This is essentially an exercise on verb forms. It also gives examples of typical situations in which *would you mind* is used.

ANSWERS: 3. mailing 4. if I stayed 5. opening/if I opened 6. if I asked
7. if I smoked [NOTE: "I'd really rather you didn't" is a polite and indirect way of saying "I don't want you to smoke."] 8. speaking 9. if I changed/changing 10. if I borrowed

□ **EXERCISE 4, p. 155. Polite requests with WOULD YOU MIND. (Chart 9-4)**

POSSIBLE RESPONSES: 1. Would you mind drying the dishes for me? 2. Would you mind if I turned up the volume? 3. Would you mind getting/buying (something) for me? 4. Would you mind if I asked you a personal question? 5. Would you mind showing me (how to use) that CD-ROM?

□ **EXERCISE 5, p. 155. Polite requests. (Charts 9-2 → 9-4)**

These controlled-completion dialogues are a preparation for Exercise 6, where the students make up their own dialogues.

POSSIBLE COMPLETIONS: 2. Could we have a few more minutes? / Could you give us a little more time? 3. Could I get a ride with you? 4. Would you mind meeting Wednesday instead? 5. Could you take a look at them? 6. May I help you? . . . Could I see what you have in silk scarves? 7. Would you mind changing seats / if we changed seats? 8. May I call you this evening?

□ **EXERCISE 6, p. 156. Polite requests. (Charts 9-2 → 9-4)**

Assign pair work. You may not want every pair of students to work on every item. Give each pair one or two items to prepare in a time limit of five to eight minutes. Allow each group to "perform" its best dialogue for the other students. Then in discussion the class can identify which modals were used and can comment on how appropriately and idiomatically they were used.

This exercise could also be assigned as written homework.

□ **EXERCISE 7, p. 157. Polite requests. (Charts 9-2 → 9-4)**

To get the students started on this assignment, the class can brainstorm two or three items, trying to think of as many requests as possible. Then pairs can make up dialogues.

You might want to assign roles to students and have them make up a dialogue extemporaneously. For example, for item 1 tell Jose he's the teacher in this classroom and Nadia that she's a student. You could ask them what polite questions the teacher of this class has asked the students, what polite questions students have asked the teacher, and what their typical responses have been.

ADDITIONAL ITEMS: in a bookstore, in a bank, at a post office, in a library, in the headmaster's/director's office, at a doctor's/dentists's office.

EXPANSION ACTIVITY: Assign your students to write down any requests they hear—polite or not—during the coming week. Also suggest that they write down requests that they themselves make. At the end of the week, use the students' papers for discussion.

SAMPLE REQUESTS: 1. Would you please shut the door? Please repeat your answer. May I borrow a pencil? 2. Would you mind checking my oil? How can I help you? Could you check my tire pressure? 3. May we have a table in the non-smoking section? Would you direct me to the ladies' room? Could I have my coffee right away? 4. Can you tell me where the Children's Department is? May I see some socks in dark blue? Could you please direct me to the gift-wrapping counter? 5. Quick! What's the fastest way to get to Terminal C? Can you tell me how often the shuttle bus runs? Please direct me to the nearest telephone. 6. Could I speak with Mr. Rodriguez? Could I take a message? Could I leave a message?

CHART 9-5: EXPRESSING NECESSITY: *MUST, HAVE TO, HAVE GOT TO*

- This chart contains information about pronunciation, formal/informal usage, spoken/written forms, and one past form. Students should note and discuss these points.
- Note especially that *must* is used primarily with a forceful meaning. *Have to* and *have got to* are much more frequently used in everyday English.
- Encourage students to practice (but not to force) conversational pronunciations. These are the most natural and frequent forms in spoken English. The phonetic representations of these pronunciations follow:

have to = /hæftə/ OR /hæftu/

has to = /hæstə/ OR /hæstu/

got to = /gətə/ OR /gɒtə/

- *Have got to* (necessity) is not the same as *have got* (possession). For example:
“I’ve got to get some money.” (I need money.)
“I’ve got some money.” (I have money.)

EXERCISE 8, p. 158. MUST, HAVE TO, HAVE GOT TO. (Chart 9-5)

The directions ask the students to practice usual spoken forms. Reinforce that it is by no means necessary for students to use contracted spoken English; clear enunciation of full forms is always good. Contracted speech can be practiced, but it needn’t be forced.

If you prefer not to put the emphasis on spoken forms (which you model), this exercise could be used for pair work.

POSSIBLE ANSWERS: 1. Tomorrow I have to buy vegetables at the market on my way home. Then I have to mix up a salad to take to the potluck supper at my next door neighbor’s house. 2. Today (. . .) has to pick up her shoes at the repair shop. 3. After class, I have got to ask my teacher about the homework I missed when I was sick. 4. After class, Rashid has got to go to the airport to meet his sister. 5. I must go to the bank this afternoon before it closes. I need to get some traveler’s checks. [BrE: *cheques*] 6. Yesterday I had to pick up my new eyeglasses. Now I can see the chalkboard without sitting in the front row. 7. What time do you have to be on campus each morning for your first class?

CHART 9-6: LACK OF NECESSITY AND PROHIBITION: *HAVE TO AND MUST IN THE NEGATIVE*

- *Need not* (principally British) and *don’t need to* are similar in meaning to *don’t have to*.

EXERCISE 9, p. 158. HAVE TO and MUST in the negative. (Chart 9-6)

Allow time for students to think about the meaning of each item. The context determines which answer is appropriate. Help students understand the situational context of each item, perhaps by means of role-playing and discussion.

ANSWERS: 3. don’t have to 4. must not 5. doesn’t have to 6. must not
7. don’t have to 8. don’t have to 9. must not 10. don’t have to 11. must not
12. doesn’t have to

□ **EXERCISE 10, p. 159. HAVE TO and MUST in the negative. (Chart 9-6)**

Keep the pace lively, but allow a student to think of a reasonable answer. Then, additional possible answers can be offered by some other students. This could be done in small groups or as written work, but a teacher-led exercise may be preferable.

POSSIBLE ANSWERS: 1. argue with their parents 2. pay taxes 3. exceed the speed limit 4. renew their licenses every year 5. come to school on holidays 6. forget our homework 7. and 8. [Answers depend on using a familiar name.] 9. spill food on a customer 10. cook the food, just serve it 11. and 12. [Answers depend on personal opinions.]

CHART 9-7: ADVISABILITY: SHOULD, OUGHT TO, HAD BETTER

- Advice or a suggestion is usually friendly. It is often given by one's supervisor, parent, or friend. It is not as forceful as necessity. (Advice can also, of course, be not-so-friendly, depending upon the speaker's tone of voice and attitude.)
- Note the special meaning of *had better*. It is used in giving advice to a peer or a subordinate, but not to a superior.

□ **EXERCISE 11, p. 160. SHOULD, OUGHT TO, HAD BETTER. (Chart 9-7)**

Discuss who might be talking to whom when *had better* is used.

If this exercise is done as a class rather than as pair work, the teacher's book is open and the students' books are closed. The teacher is Speaker A, in which case students probably would not want to use *had better* in some of the situations. An alternative to teacher-led would be for one student to be the "teacher" and lead the exercise, or for several students to each present four or five items.

If you have the time, contextualize each item for the class by inventing who is talking to whom and what the situation is. Then ask for two students to role-play each situation, with one of them saying the words in the text. The intention of this exercise is to give short examples of situations in which modals of advice are frequently used, but expanding the examples can certainly be helpful. In later exercises, students are given fuller contexts as well as real-life contexts in which to practice giving advice.

One advantage of using this as a teacher-led exercise is to enable you to take advantage of the opportunities for leading a spontaneous discussion of the topics in some of the items.

POSSIBLE ANSWERS: 1. You'd better look it up 2. You ought to get some rest. 3. You should have your eyes tested. 4. You'd better put on a sweater. 5. You should stomp it on the floor. 6. You should wake him/her up. 7. You'd better call the airline for the schedule. 8. You should start cleaning it up right now. 9. You'd better go to the grocery store right now. 10. You ought to get more sleep. 11. You should see a dentist. 12. You should get a tutor. 13. You should try blowing into a paper bag. [It's fun to discuss other traditional remedies: drinking a glass of water, drinking a glass of water upside down, holding one's breath, being suddenly startled by someone else, etc.] 14. He should do what his parents expect/do what he wants to do as a career. [This item might provoke a short discussion as students disagree on what William should do.] 15. She should talk with him or with some of his good friends. [Perhaps spend some time talking about what one can do to help someone addicted to drugs.] 16. (*free response*)

□ **EXERCISE 12, p. 161. SHOULD, OUGHT TO, HAD BETTER. (Chart 9-7)**

This exercise could be used for written pair work.

SAMPLE COMPLETIONS: 2. hurt my feet . . . return them. 3. finish your homework . . . forbid you to watch TV tonight. 4. put antifreeze in the car 5. be ready for the test . . . I don't feel confident. 6. help us with dinner . . . We'd be happy to help. Shall I set the table? 7. give up caffeine, but I love coffee . . . listen to your doctor. 8. call your brother if you want him to pick you up at the airport next week . . . do that now. 9. finished your report yet? . . . do it soon. 10. swim . . . a lifeguard? . . . ask him to teach Mary how to swim. 11. study or go to a movie? . . . study . . . you won't be prepared for class tomorrow. 12. tired all the time . . . see a doctor . . . seeing an acupuncturist?

□ **EXERCISE 13, p. 162. Necessity, advisability, and prohibition. (Charts 9-5 → 9-7)**

Lead a brief discussion of each pair of sentences so that students understand the contexts and meanings. Small groups of advanced learners could do this with some imagination.

ANSWERS: [These are the stronger sentences in each pair.]

1. b. 2. b. 3. a 4. a. 5. b. 6. a.

□ **EXERCISE 14, p. 162. SHOULD vs. MUST/HAVE TO. (Charts 9-5 → 9-7)**

Students can write their answers as seat work, then discuss them in small groups or as a class. You should help resolve disagreements. Some of the items have fine distinctions in meaning which may be confusing for some students. Sometimes there's only a fine line between *should* and *must/have to*, but students should understand that that line does exist. In none of the items is the same meaning conveyed when both *should* and *must/have to* are possible completions.

ANSWERS: 3. *must/have to* [This is a statement of fact, not a piece of advice, so *should* is not appropriate. *Have to* would be more typical of spoken English; *must* would most likely occur in somewhat formal writing. *Should* would be used to give advice in a situation such as the following: *So you want to be a doctor, do you? Then you should go to medical school and see how it goes.*]

4. *have to/must* [Note: Both *have to* and *must* are correct here, but *have to* is preferable because the situation is neither formal nor urgent. *Should* is not appropriate here because the speaker is not dealing with a situation in which walking home is "a good idea." Rather, walking home is a necessity due to lack of funds for a bus.] 5. *should* [Here the speaker is giving advice, so *should* is used. Point out that *have to* or *must* would be too strong, as though the speaker were ordering the listener to walk to work. A listener might take umbrage if the speaker used *have to* or *must* here. You might also note that *ought to* is synonymous with *should* and could also be used to complete the sentence. In most circumstances, *had better* would be inappropriate here, again because it is too strong.] 6. *should* [also possible: *have to/must*] [In typical circumstances, one would say *should* here—going to Colorado for our vacation is a good idea; the speaker is suggesting Colorado as a vacation spot. The use of *have to/must* would require very particular circumstances in which the speaker is saying "We have no choice." It's hard to think what reasons might compel someone to go to a particular place for vacation.] 7. *should* [it's a good idea; the advisor is simply making a suggestion] OR *must/have to* [if it's a requirement of the school] 8. *must/has to* [Rice will not grow without water.] 9. *should* 10. *must* [spoken with enthusiasm and emphasis]

CHART 9-8: THE PAST FORM OF *SHOULD*

- Sometimes students confuse the past form of modals with the present perfect tense because the form of the main verb is the same (*have + past participle*). If students ask about “tense,” tell them that *have + past participle* here doesn’t carry the same meaning as the present perfect tense; it simply indicates past time.
- The information in Chart 9-11, example (f), p. 171, says that the past form of *should* is also used to give “hindsight advice.” Here, you may want to introduce the concept of viewing something in hindsight: We use *should have done something* when we look at the past (i.e., we look at something in hindsight), decide that what was done in the past was a mistake, and agree that it would have been better if the opposite had been done.
- The short answer to a question is “Yes, I should’ve” (British: “Yes, I should’ve done”). Note the pronunciation of *should’ve*, which is exactly like *should + of*. In fact, some people (native speakers and second language learners alike) mistakenly spell the contraction as if it were the words “should of.”
- Also, students should remember to pronounce *should* like *good*, with no sound for the letter “l.”

□ EXERCISE 15, p. 163. The past form of **SHOULD**. (Chart 9-8)

Students can work quickly in pairs; the items are straightforward and uncomplicated. Alternatively, a student with clear pronunciation can read the situation aloud (to the whole class or as the leader of a small group), then another student can give an opinion about it, using the past form of *should*. Or, asking for volunteer responses, you can simply run through the items quickly as an extension of your presentation of the information in Chart 9-8.

ANSWERS: 1. He/She shouldn’t have left the door open. 2. I should have gone to the meeting. 3. (. . .) should have gone to see a doctor. 4. (. . .) shouldn’t have sold his/her car. 5. (. . .) should have read the contract more carefully.

□ EXERCISE 16, p. 164. The past form of **SHOULD**. (Chart 9-8)

If less advanced students have difficulty, Speakers B can open their books.

And again, even though the directions call for pair work, you can always employ any methodology that suits your particular class.

EXPECTED RESPONSES: 1. I should have worn a coat. 2. I should have looked the word up in the dictionary. 3. I should have written my friend a letter. 4. I shouldn’t have spent my money foolishly. 5. I shouldn’t have opened the window. 6. I should have gone to the grocery store. 7. I should have set my alarm clock. 8. I should have gone to (New Orleans) with my friends. 9. I should have had a cup of coffee. 10. John should have married Mary. 11. John shouldn’t have married Mary. 12. I should have stayed home yesterday. 13. I should have gone outside and enjoyed the nice weather. 14. I should have bought my girlfriend/boyfriend a different present. 15. The little girl shouldn’t have told a lie / should have told the truth. 16. I should not have lent (. . .) my car. [*lent* = loaned]

□ EXERCISE 17, p. 164. The past form of **SHOULD**. (Chart 9-8)

In pairs or small groups, students can discuss their opinions about each situation. If you want to include writing in the task, one person in each group can record their answers. Then another person can read the answers to the whole class, or you can ask that they be

handed in. You should probably set a time limit for the group work (about three to five minutes per item) and another for each person's report (one minute).

To handle the exercise quickly, lead it yourself and have the students call out their responses. With an advanced class, do the exercise with books closed.

POSSIBLE RESPONSES:

1. John should have discussed his job offer with Julie before he accepted it. John should not have taken the offer on the spot. John should have told the new company that he had to have time to discuss the offer with his wife. John should have realized that in a marriage, both employed partners have equal loyalties to their jobs and to their companies.
2. Ann should not have forgotten about her meeting with Carl. Ann should have first gone to the library to tell Carl that she was no longer available to work with him. If Ann couldn't go to the library, she should have phoned Carl or sent him a message. Ann shouldn't have kept Carl waiting for three hours. Ann should have been more considerate.
3. First, Donna should not have lent nearly all her savings to her brother. She could have lent him some of her savings, but not the bulk of it. Donna also should have set up some repayment schedule, in writing, so she and Larry would know when the loan would be repaid. Larry should not have spent the loan on frivolous things while he was unemployed. Because Donna had grown up with Larry, she should have known that he was irresponsible because he had not saved any of the money he earned from his previous good job. Donna should have realized that Larry was self-indulgent, short-sighted, and self-centered.
4. Although Sarah had no way of knowing that her claim of being fluent in French would get back to her boss, she should not have said she was fluent when she wasn't. And when Sarah was asked to interpret, she should have said that she was not fluent enough to interpret for a negotiation. When she was in the meeting, she should have told the truth instead of claiming to be ill. Sarah should not have put herself in the position of holding up a contract negotiation.

CHART 9-9: EXPECTATIONS: BE SUPPOSED TO

- The important difference between expectations and necessity (Chart 9-5: *must, have to, have got to*) is that the notion of necessity can sometimes originate within oneself. Expectations come from outside, from other people; therefore, *be supposed to* is similar to passive verb phrases with no agent. *He is supposed to come* means "He is expected (by someone) to come."
- Similarly, the notion of advisability (Chart 9-7: *should, etc.*) can originate within oneself, as if one's conscience were speaking. But expectations come from other people.
- The negative form of this phrasal modal inserts *not* after *be*: "I'm not supposed . . .," "He isn't/He's not supposed to . . .," etc.
- Another meaning of *be supposed to* is "it is generally believed." For example, *Sugar is supposed to be bad for your teeth.*
- An expression similar to *be supposed to* is *be to*. *Be to* was included in the second edition of the text but omitted here in the third edition due to its relative infrequency of occurrence. (*Be supposed to*, by comparison, is a phrase every learner will need to know and use.) You may wish to introduce the students to *be to* at this juncture. If alert students ever run across it, perhaps on standardized tests, they will find this structure curious. *Be to* is close in meaning to *must* but includes the idea of expectation, the idea that someone else strongly expects, demands, or orders this behavior. For example, if *be to* were used in example (c)—*I am to be at the meeting*—it would convey the idea that *My boss ordered me to be there. He will accept no excuses.*

□ **EXERCISE 18, p. 166. Error analysis: BE SUPPOSED TO. (Chart 9-9)**

The most common errors: (a) omitting *be* before *supposed to*, and (b) omitting *-d* at the end of *supposed* because it is not clearly pronounced when *to* is the next word. Other errors involve subject-verb agreement and use of the auxiliary “do.”

ANSWERS:

1. The building custodian is supposed to unlock the classrooms every morning.
2. We're not supposed to open that door.
3. Where are we supposed to meet?
4. I have a meeting at seven tonight. I am supposed to be there a little early to discuss the agenda.
5. When we go to the store, Annie, you are not supposed to handle the glassware. It might break, and then you'd have to pay for it out of your allowance.
6. I'm supposed to be at the meeting. I suppose I'd better go. [The purpose in this item is to compare *be supposed to* with *suppose*. Make up a few additional items to make the difference clear.]
7. Where have you been? You were supposed to be here an hour ago!
8. A: I can't remember what the boss said. Am I supposed to work in the mail order room tomorrow morning and then the shipping department tomorrow afternoon? Or the other way around? B: How am I supposed to remember what you are supposed to do? I have enough trouble remembering what I am supposed to do / am supposed to be doing.

□ **EXERCISE 19, p. 167. BE SUPPOSED TO. (Chart 9-9)**

POSSIBLE RESPONSES:

1. You are supposed to exchange names, addresses, and insurance information with the other driver. You are also supposed to notify the police department within 24 hours of the accident. If the accident is a bad one, you are supposed to wait at the scene until the police arrive. If your car is damaged, you are supposed to report the accident to your insurance company, and they are supposed to send an investigator to examine the damage before you have it repaired.
2. Before take-off in an airplane, you are supposed to fasten your seatbelt, turn off any electronic equipment, such as a laptop computer, and put all loose, carry-on baggage under the seat or in the overhead compartment.
3. Athletes in training are supposed to get lots of sleep, eat lots of protein, and practice hard every day. Athletes are not supposed to keep late hours, eat unwisely, or skip practice.
4. Later today I am supposed to stop at the bank and make a deposit.
5. You are supposed to pull off the road so the ambulance can pass safely and quickly.
6. Yesterday I was supposed to return a phone call, but I forgot.
7. Right now I am supposed to be asking and answering questions with *be supposed to*. [You may wish to note the progressive infinitive: *to be + -ing*. Here the infinitive form carries the progressive meaning of “in progress right now, at the moment of speaking.” The text does not specifically present progressive infinitives, but it does, as here, include them passively in a typical context.]
8. When I worked in Yellowstone Park one summer, I was a waitress at Old Faithful Lodge. Every day I was supposed to take orders from the tourists who came to eat in the dining room and serve them their meals.
9. At ten o'clock tomorrow morning, I am supposed to be here in my English class.
10. Last week I was supposed to return a call to my insurance agent, but I put it off.
11. If someone tells you a secret, you are not supposed to tell anyone else.
12. (*free response*)

□ **EXERCISE 20, p. 167. Necessity, advisability, and expectations. (Charts 9-5 → 9-9)**

This exercise compares the modal auxiliaries from Charts 9-5, 9-7, and 9-9. Students may create a context for each item and decide who the speakers are. For example, items one to four involve people who are riding in an airplane or automobile; they might be father and son, flight attendant and passenger, two business partners, etc. Students decide which sentence is stronger, and they might also discuss its appropriateness for the context they have created. Some statements are too strong between people of equal status and could cause the listener to become angry.

ANSWERS: [These are the stronger sentences in each pair.]

1. a. 2. a. 3. a. 4. a. 5. b. 6. b. 7. a.

□ **EXERCISE 21, p. 168. Necessity, advisability, and expectations. (Charts 9-5 → 9-9)**

This could be a written exercise, including stated reasons. Alternatively, it could be used for group work, with students discussing their intended meanings.

□ **EXERCISE 22, p. 168. Necessity, advisability, and expectations. (Charts 9-5 → 9-9)**

The students need to use their imaginations in this exercise; most of them probably haven't had any experience in the roles described in the given situations. You could suggest other, more familiar roles of authority (e.g., the teacher of this class), or the students could invent their own authority roles.

Take a few minutes to discuss item 1 with the whole class. Have them add other answers, using all the rest of the modals and similar expressions in the list. Then assign them one, two, or all of the other topics to discuss, roleplay, or write about.

If you assign this as written work, perhaps the students could write the answers for one of the given situations and also write answers for a situation of their own devising.

CHART 9-10: MAKING SUGGESTIONS: <i>LET'S, WHY DON'T, SHALL I/WE</i>
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- These three expressions are followed by the simple (i.e., base) form of the main verb. For example: *Let's be careful; Why don't you come at six?; and Shall I be your partner in this game?*
- *Shall* is used only with *I* or *we*. It is not appropriate to ask "Shall he," "Shall you," etc.
- These suggestions are similar to polite requests, but also may include both speaker and listener in the suggested activity.
- In informal British usage, *Don't let's* is a possible alternative form of *Let's not*. *Don't let's* is also heard in American English, but is considered nonstandard.

□ **EXERCISE 23, p. 170. LET'S, WHY DON'T, SHALL I/WE. (Chart 9-10)**

SAMPLE RESPONSES: 2. B: we go to a movie A: I pick you up? 3. A: we go eat now or finish the report first? B: finish the report A: we make a reservation at the restaurant? B: to get a table without having to wait. 4. A: go to the country B: we go camping? A: stay in a motel. 5. B: we each spend an hour studying alone. A: take a break for ten minutes. B: test each other.

CHART 9-11: MAKING SUGGESTIONS: *COULD* vs. *SHOULD*

- Make sure the students understand that *could* refers to present or future time here. Sometimes learners mistakenly think of *could* only as the past tense of *can*, but *could* has many uses and meanings. (See Chart 10-10, p. 199, in the textbook for other uses.)
- *Could* is used to make suggestions when there are several good alternatives. It often occurs with *or*, as in *You could do this, or you could try that.*

□ EXERCISE 24, p. 171. Making suggestions. (Chart 9-11)

Students read the dialogues aloud, then paraphrase the *should/could* sentences. The purpose of this type of exercise is to give additional examples of the structure for students to discuss and explore.

EXPLANATIONS: 1. Speaker B suggests that it is a good idea for Ted to get professional medical advice. 2. B's suggestions are all possibilities, not recommendations. 3. B advises taking a bus to save money. 4. All B's suggestions are possible ways of traveling to the airport. 5. B's suggestion is hindsight advice: if A had taken the airport bus, s/he would have saved all the money s/he spent on the taxi. 6. Two hindsight possibilities of ways to avoid the high cost of the taxi.

□ EXERCISE 25, p. 172. Activity: making suggestions. (Charts 9-7 → 9-11)

This could be done as group work, but it's effective to have the students give you advice. They usually enjoy feeling like experts for a change!

Elicit from the students two or three suggestions with *could*. Then elicit one response with *should*.

This exercise benefits greatly from the use of names and places that are familiar to the students. Don't feel that you must read every item exactly as it appears in the textbook. You can create a fuller context, change the order of items, and use more natural phrases to make the exercise more meaningful to your students.

□ EXERCISE 26, p. 172. Activity: making suggestions. (Charts 9-7 → 9-11)

This activity calls for the creation of an extended dialogue. Encourage the students to create somewhat dramatic dialogues. They can perform them for the whole class.

Make it clear that the expressions listed in the nine items are only suggestions; they are prompts for the tongue-tied student who can't think what to say after Speaker A says, "What's the matter?" These listed expressions do not need to be included at all.

If you wish, of course, you could assign the listed expressions to various pairs, and have other pairs make up their own response to the initial question "What's the matter?"

□ EXERCISE 27, p. 173. Activity: writing. (Chapter 9)

Encourage students to include imagination and good humor in their letters. In marking them, focus on the correct use of modals and praise good efforts. Students should have fun with this exercise. They may enjoy reading their letters aloud.

You might wish to note the subjunctive in the example letter to Abby: ". . . insists that I *not invite*. . ." (not "insists that I don't invite"). The use of the subjunctive in a noun clause is covered in Chart 12-8. When the subjunctive is called for, only the simple form is used: it has no singular form, and the negative is formed simply by adding *not* rather than using the auxiliary "do."